

security and certainty in actual practice, as well as to confer immunity against mere changes of fashion.

Psychological fact, however, has to be translated into *usable* educational theory, and it remains in itself a technical problem as to how far and in what respects the deeper knowledge of the child's psychology can be made available to teachers in training and the parents of young children.

This is very far from being a matter of telling them to read text-books on psycho-analysis, and by no means a question of mere popularisation. Not only is psycho-analytic literature difficult to understand without special training, but psycho-analytic doctrines in the raw are of ten very disturbing emotionally to those who come in contact with them for the first time. This is, of course, especially true of young teachers in training, who are themselves not yet out of the wood with regard to their own adolescent emotional conflicts. The more mature and stable person is more able to resist the disturbing effect of reading psycho-analytic literature.

In one direction or another, he will accept or reject, as his own internal balance of forces determines; but at any rate his own particular equilibrium will remain more secure than that of young boys and girls of eighteen to twenty years of age can be.

I do not, therefore, think it is advisable to suggest that psycho-analytic theory as such has any claim to a place in the regular routine of lectures for teachers in training. Its place, if anywhere, is in courses of lectures for more mature and settled teachers, and for those who are to train teachers. Nevertheless, these facts as to children's minds cannot be kept entirely apart from the actual teaching of psychology given even to young students in the training colleges,

and will inevitably affect that teaching in some way or other.

The question is, in what way should they be allowed to affect this teaching ? What, of this body of psychological fact, can we safely and wisely and useably give to young students ? I do not myself feel in a position to answer this question categorically, but I am sure that it needs a great deal of careful consideration by those responsible for the teaching of psychology in the training colleges.

My present task is, thus, to show in some detail the links between the facts of children's social and sexual growth